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A basic first step in building a curriculum contributing to the orientation of youth to world of work is identification of concepts important to that orientation. In this study, the generalizations within the concept framework were identified through a developmental process of analysis and synthesis, including a review of current literature, a review of the findings of the earlier concept conference, an evaluation conference, and a compilation of findings by project staff, and an individual and group study of materials by national, state, and local consultants, and by youth. The concept and generalization framework was divided into three areas: (1) personal influences which include human needs, values and individual personalities, (2) environmental influences which include technology, automation, economic framework and work opportunity, and (3) personal-environmental influences which include vocational plans and work attitudes. Through use of this framework, equality of opportunity for students of varying abilities and socioeconomic levels is possible. (CH)

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GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

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ORIENTATION TO THE WORLD OF WORK

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PREFACE

The nation has become increasingly aware of the need for preparation of youth for employment. The age of technology demands a broader interpretation of vocational education. Educators are experiencing a continuing challenge to build a curriculum which contributes to the orientation of youth to the world of work. A basic first step was the identification of concepts and generalizations considered important for such orientation. We invite your consideration of this research as an attempt to aid in the communication of the world of work to youth.

J. B. Perky, Director
Oklahoma State Board of
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GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

I. Purpose:

The purpose of this project was to identify generalizations related to concepts important for youth orientation to the world of work. Basic concepts had been identified during an earlier research project and conference.[1] The identification of the generalizations was considered necessary to give applicability and support to the concepts.[2] During the process of identification and evaluation of the generalizations, the concept framework was refined.

This study, Phase II, was part of a larger plan to guide high school boys and girls to a personal awareness of the world of work.[3]

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[1]Hereafter referred to as Phase I, Project and Conference on Identification of Concepts Important for Youth Orientation to the World of Work, submitted by University of Oklahoma Research Institute, Norman, Oklahoma, October 31, 1965, to the U. S. Commissioner of Education under provisions of Section 4(c) of the Vocational Act of 1963. (See Appendix I for an abstract of the report of Phase I.)

[2]For this project, hereafter referred to as Phase II, concept was defined as an abstract idea concerned with general employment. Generalization was defined as an inference or conclusion. (See Appendix II for abstract of the proposal of Phase II.)

[3]Phase I and Phase II are the beginning steps of a research-developmental proposal, COMMUNICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, which will be presented to the Division of Vocational and Technical Education, U. S. Office of Education. The projected proposal will be concerned with developing media to communicate to youth the concepts identified during Phase I, and the generalizations identified during Phase II.

It was anticipated that the identified concept and generalization framework would be an appropriate background in vocational education for the development of curricular and research materials as well as development of audio-visual media. It was hoped that these materials and media would aid in orienting youth for employment as well as stimulating youth's self-confidence in the constructive use of human and material resources. Desired behavioral objectives were concerned with the development of personal potential, integrity, and flexibility; and the development of respect for human relations and useful work.

The concept and generalization framework could serve as a basis for equality of opportunity. In such a fashion, vocational education could make a unique contribution to the high school program for students of varying abilities and socio-economic levels. Through such a plan, the concept and generalization framework could assist educators in maintaining, extending, and improving current programs of vocational education through more effective orientation of youth to the world of work.

II. Procedure:

This proposal was Phase II of a larger project to guide high school boys and girls to a personal awareness of the demands of the world of work.

A. General Design

1. Phase I, completed October 31, 1965, IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK.

2. Phase II, November, 1966 - September 30, 1967, GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK.

a. Preliminary Planning

(1) Planned project and time schedule. The three directors (Appendix III) planned the steps of the project. One director was responsible for the research and developmental program. The time schedule was provided for the process of identification of generalizations (Appendix IV).

(2) Established criteria for identification of generalizations (Appendix IX). The generalizations were to be based on objective data, experience, or theory accepted by specialists and/or consultants. The generalizations were to express an underlying truth, to have an element of universality, to indicate relationships, and to be simply stated. Further, the combined process of identification and evaluation of the generalizations was to to be continuous throughout the study.

(3) Identified functions and selected project personnel (Appendix III). The directors selected a project research assistant and an administrative-editorial assistant as the staff personnel, and oriented them to the study. The project research assistant was made responsible for reviewing materials from

the earlier concept study and for reviewing current material. The administrative-editorial assistant was made responsible for the general clerical and stenographic functions, as well as for editing materials.

(4) Identified functions and selected consultants (Appendix V and Appendix VI). The directors selected consultants and identified their functions. Consultants active during the earlier concept study were considered important for continuity in the larger project. Consultants were representatives from business, industry, government, secondary and higher education. Such consultants were local, state, and national leaders. Consultants were to identify, evaluate, and refine the concept and generalization framework individually, and to attend a one-day group evaluation conference. Local consultants were to be accessible at each developmental step of the identification and evaluation process to review the progress.

b. Identification-Evaluation of Generalizations

(1) Refined Concept Framework (Appendix VIII). The first formal step of Phase II was the refinement of the concept framework by the project staff. A synthesis of the evaluative comments of the consultants ensued (Appendix VII). A copy of the revised arrangement of the identified concepts was sent to

all the consultants for their evaluation. This process of refinement of concepts continued throughout the study.

(2) Identified tentative generalizations. The second step of Phase II was the identification of tentative generalizations by the project staff. The following methods were utilized:

(a) Through literature reviewed and cited by research assistants during the earlier concept study: to base generalizations on objective data.

(b) Through tapes of speeches by consultants during the program of the concept conference: to incorporate their observations in the generalizations related to the concepts.

(c) Through tapes of youth conferences held during the earlier concept conference: to include pertinent ideas of youth related to employment.

(d) Through generalizations that were suggested and tentative generalizations proposed by study groups during the conference on concepts: to offer support to the identified abstract concepts.

(e) Through evaluations of the earlier study by conference consultants: to incorporate their

experience in the identification of generalizations related to the concepts.

(f) Through a conference at Texas Southern University, Houston, Texas during the summer of 1966: to encompass generalizations from a different locale.

(g) Through a review of current literature within the past year since the completion of the concept study: to base generalizations on current data.

Tentatively identified generalizations, therefore, were the result of the findings from the earlier concept conference, the evaluation of consultants following that conference, the review of current literature, and the findings of recent concept-generalization conferences in other states.

(3) Identified Generalizations. The tentatively identified generalizations and the revised arrangement of the identified concepts were distributed to the national, state, local, and high school faculty consultants for study. Criteria for the identification and evaluation of the concept and generalization framework were enclosed for a review of definitions and objectives of the study (Appendix IX).

Individual study by consultants consisted of identification, evaluation, and revision of gener-

izations in light of personal experience. Students in various areas of high school vocational education were asked to respond to the materials as part of a classroom experience. All suggested generalizations were included for the first review.

It was considered important that the consultants evaluate each generalization which had been contributed by the work groups during the earlier concept conference. Positive and negative comments were made during the first review of the suggested generalizations. The accumulated evaluations were then incorporated into the concept and generalization framework by project staff and submitted to local consultants for consideration.

The revised concept and generalization framework was mailed to the original consultants for a second review. Continued deletion, revision, and addition transpired. In addition to vocational education classroom groups, other student groups were used for evaluation and comments. These groups included: Future Homemakers of America, Future Farmers of America, Distributive Education Clubs of America, Future Teachers of America, Technical Education Clubs, Trade and Industrial Clubs, Student Councils, and Clerical Practice Students at the Junior College level.

Upon completion of this second review the project staff synthesized and incorporated the accumulated comments into the materials where appropriate. Since generalizations persist, broad applicable terms were used to extend the range of application both in time and in student involvement. An attempt was made to combine ideas whenever possible, to discard duplications, and to delete specific or currently factual materials. Careful consideration of comments by consultants and student groups served to further delimit the list of generalizations and facilitate the identification and adaptation of relevant materials. Similar revisions, suggestions, deletions, and additions made by consultants suggested a more valid evaluation since the comments were made through individual critiques by persons from different geographic locales and from different areas of work, rather than from group study.

This continuous process of identification, evaluation, and refinement resulted in the working copy of the concept and generalization framework (Appendix X). These materials were sent to the consultants a third time for individual consideration before a scheduled one-day group evaluation conference. The working copy was used as the basis for the group evaluation conference.

(4) Evaluated Framework through Group Conference (Appendix XI). The fourth step of Phase II was concerned with the group evaluation conference. Prior to the conference, evaluation questions related to the working copy of the concept and generalization framework were designed by the project staff and sent to four consultants who were representative of employment, education, business, and government (Appendix XII). These speaker-consultants were asked to respond to the working copy of the concept and generalization framework, and present a report to stimulate discussion and evaluation in the three groups of this conference. Representatives of the various areas of vocational education, business, industry, and education were assigned to each of the three discussion groups to assure heterogeneity. Additionally, a consultant was selected prior to the conference,to serve as chairman for each group to lead the discussion for expeditious use of time. A recorder was also appointed for each group to transcribe suggestions. The two national consultants who participated in the concept conference also participated in this generalization conference. Comments and revisions generated by the conference were incorporated into the concept and generalization framework by project staff.

Further discussion and evaluation by staff and communication specialists followed this one-day conference. At that time, consideration was given to media by which the results of Phase I and Phase II could be communicated to youth. Later, the concept and generalization framework was refined by the project staff, incorporating the suggestions made by consultants during the conference.

c. Development of Report

(1) Developed Report. The final step in Phase II was concerned with the report development. This developmental process incorporated suggestions by the project staff and directors. Upon its completion, a copy of this report was to be distributed to the Director of the Oklahoma State Board of Vocational Education, the Oklahoma State Supervisors of each area of vocational education, and staff in the Division of Vocational and Technical Education of the U. S. Office of Education.

(2) Developed Abstract. An abstract of this study, including the concept and generalization framework, was developed to be disseminated to each of the project consultants and other interested persons.

B. Location of the Project and Conference.

The project was directed from the School of Home Economics, University of Oklahoma, Norman, Oklahoma. The one-day evaluation conference was held at the Oklahoma Center for Continuing

Education, the University of Oklahoma, located in Norman, Oklahoma.

III. Discussion

The framework developed in this project represented those concepts and generalizations identified by selected consultants as important for youth orientation to the world of work. There was precedent for the approach of this developmental study. The framework for presentation of identified concepts and generalizations utilized for the study had been employed by various academic disciplines and by various educational and governmental groups.[4]

The generalizations within the concept framework were identified through a developmental process of analysis and synthesis, including: a review of current literature, a review of the findings of the earlier concept conference, individual and group study of materials by national, state, and local consultants, and by youth; an evaluation conference; and a compilation of findings by project staff.

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[4]Asahel D. Woodruff, Basic Concepts of Teaching (San Francisco: Chandler Publishing Company, 1961), pp. 1-9; Council on Social Work Education, A Conceptual Framework for Teaching of Social Group Work Method in the Classroom, Council on Social Work Education Faculty Conference Day, January 29, 1964, p. 20; H. LaGrone, A Proposal for the Revision of Pre-Service Professional Component of a Program of Teacher Education, U. S. Department of Health, Education and Welfare, Office of Education, Educational Media Branch, Contract OE-16-006 (Washington, D. C.: American Association of Colleges for Teacher Education, 1966), pp. iii; American Home Economics Association, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development (Washington, D. C.: American Home Economics Association, 1967); School Health Education Study, Curriculum Development Project, Health Education, A Conceptual Approach to Curriculum Design (St. Paul, Minnesota: Minnesota Mining and Manufacturing Company, 1967); Carl E. Hall, "Attitudes, Concepts, and Understandings Relative to Six Areas of Family Finance" (Unpublished Ph.D. dissertation, University of Oklahoma, 1964); Alice Elrod Whatley, "Generalizations Related to Concepts Important for Youth Orientation to the World of Work," (Unpublished Ph.D. dissertation, University of Oklahoma, 1967).

The study made no attempt to categorize all suggested generalizations. It did not propose how the concept and generalization framework should be specifically utilized to enhance the orientation process. The identified concept and generalization framework was not considered a static model, but one which must constantly shift as new knowledge was imposed upon it. Successive defining became a part of such a framework. Hence, the abstract ideas and inferences were not considered complete, due to the nature of concepts and generalizations. The framework presented a summary, rather than a final statement, of ideas and inferences relevant to the general preparation of youth for employment.

The identification of generalizations was achieved through general agreement of the consultants who are active in, and concerned about, youth and employment. The project staff was responsible for casting suggestions of consultants into a common pattern for publication, for grouping into appropriate headings, and for revision in light of group evaluation. During the identification process and the conference, comments from individual study and conference group discussions proved stimulating. Some difficulty was encountered, however, in trying to fuse the ideas of many people. The different levels of concepts and generalizations became a point for consideration. Some consultants emphasized description, others promoted relationships, and still others advocated interpretations. The consensus among consultants was not unanimous on every point. The consultants represented various points of view and did not always agree upon the degree of emphasis, or upon ways in which some gen-

eralizations were stated. However, the framework does represent those ideas and inferences upon which there was general accord by consultants, as being important for successful attainment and advancement in employment.

During this developmental process of identification, the following thoughts evolved which influenced the generalizations identified:

1. That general preparation for employment requires the use of broad ideas to meet the demands of a variety of students with different vocational goals.
2. That the ideas presented within the concept and generalization framework can be developed beyond the specific fact learning level into a comprehensive level of learning.
3. That inferences and abstract ideas are complex, incomplete, changing, and yet, of a more lasting nature than specific and definitive information.
4. That the crystallization of ideas and inferences within the concept and generalization framework can be applicable in the changing world of work.
5. That youth orientation to the world of work includes ideas and inferences, both personal and environmental, that are considered influential and important for entry into employment.
6. That the personal and environmental influences are combined to affect the individual in the work situation itself.

The study, however, did not proceed from a theoretical base due to the possibility of imposing undesirable limits on a problem of

developmental as well as exploratory nature. Rating was not utilized as a method for identifying generalizations since such a method could have forced premature agreement among consultants. The terminology of the generalizations was designed to be clear and meaningful. However, multidimensional scaling of words for specification of the meaning of concepts and generalizations was not employed since human semantic processes are complex. Further, problems of meaning are confounded with general processes of thinking and use of language.

Some consultants felt that relating the concept and generalization framework to youth was difficult. Repeatedly, in the conference discussion as in the literature, the countless factors related to the teaching-learning process were emphasized. Conference discussion groups considered the influential dimensions of the study: self image, teenage group image, youth attitudes, and work-leisure time proportions, and individual and group verbal habits. The teaching-learning steps instrumental in concept and generalization development were considered to be beneficial to youth. It was believed that a system of concepts and generalizations provided one basis for efficient learning through utilization of a basic form of cognition by which man understands and deals with his environment.

It was considered essential that the framework be functional in length, for classroom use. Each generalization was stated in a single sentence. Consultants increasingly expressed the view that the concept and generalization framework was an aid for teachers rather than for students. However, it was believed that the concept and generalization framework could be utilized by student groups. It was stressed that guidance through discussion, through planned

learning experience, through classroom activities, and through developed media would enhance the value of the framework. It was considered pertinent, therefore, that the teacher be able to visualize the learning continuum, from simple to complex, in order to help the student in developing concepts and generalizations.

The consultants considered the framework helpful in the cognitive process since it aided is establishing relationships between concepts. Further, the process of framework development brought together multiple disciplines for research and consideration, clarified interdisciplinary instruction, encouraged present and future cooperation of all vocational education areas in working together. Additionally, as an educational tool, the concept and generalization framework provided a basis for developing curriculum materials and media.

IV. The Concept and Generalization Framework:

The identified concepts, as abstract ideas, and identified generalizations, as inferences, were concerned with general preparation of youth for employment. The concept and generalization framework was divided into three areas: (1) personal influences on youth orientation to employment; (2) environmental influences on youth orientation to employment; and (3) combined personal and environmental influences on youth orientation to employment. Summarized statements defined the scope of each of the three areas. Identified concepts, the underlined words in the concept and generalization framework, were expanded into background statements. These concept statements were followed by identified generalizations

designed as messages to support each associated concept.

Personal Influences

Personal influences, as unique characteristics from within the individual, affect youth orientation to the world of work when related to human personality needs and values.

Human needs and values may be expressed through ethical, intellectual, social, and health requirements or qualities, and influence the individual in the work situation.

1. Individual moral standards of conduct are involved in employment.
2. Individual belief that one's work contributes to the welfare of mankind influences mental health.
3. Individual ability to reason and use those factors which relate self to society affects the work situation.
4. Individual interest in work may be promoted through varying degrees of intellectual stimulation.
5. Individual social and emotional needs and values may be expressed through personal behavior on the job.
6. Individual social and emotional needs may become more active after the basic needs of livelihood have been met through employment.
7. Individual physical and mental health may affect each other, as well as the work situation and society.
8. Individual physical and mental health may be affected by the work situation.
9. Individual perception of integrity may be expressed in work through responsibility for self.

Individual personalities may be expressed through mental and emotional characteristics, and influence the individual in the work situation.

1. Individual maturity may be expressed through responses to problems, varying degrees of independence, and personal involvement in the work situation.
2. Individual ideas about self may influence personal performance in the work situation.
3. Individual self understanding and self acceptance may promote understanding and acceptance of others in the work situation.
4. Individual maturity level may influence the mental stimulation needed for interest in work.

Environmental Influences

Environmental influences, as characteristics of the surroundings of the individual, affect youth orientation to the world of work when related to technology and automation, economic framework, work legislation, work population, work description, work opportunity, and individuals or groups.

Technology and automation may be expressed through the application of science to human work functions and influence the individual in the work situation.

1. Technology and automation influence current and future job possibilities and employment.
2. Technology and automation influence change in occupations.
3. Technology and automation may increase the need for transferable skills.
4. Technology and automation may influence education as evidenced in current and future training needs.

5. Technology and automation influence worker demand, education, and training.

Economic framework may be expressed through plans developed to meet the needs of society and influences the individual in the work situation.

1. Individual effort includes education for personal development, influences technology and automation, and contributes to the total economic system.
2. Individual effort included in the work situation may be partially dependent on the value which society places on personal endeavor and achievement.
3. Welfare in society involves the well-being of all people.
4. Welfare in society is influenced by the ability and willingness of the individual to fulfill occupational requirements after technical competence has been reached.
5. Power structure in the world of work involves the types and degrees of authority which affect work opportunities.
6. Power structure within the work situation may be affected by the degree of economic control, mental and/or educational development.
7. Distribution of human and material resources includes the allocation of goods and services both in quantity and quality.

Work legislation may be expressed through social and economic laws, regulations, and/or customs and influences the individual in the work situation.

1. State and federal social and economic laws are designed to protect the worker from physical and health hazards; from age, sex, or wage discrimination, and/or exploitation; and to promote financial security.

2. Local customs and/or regulations are designed to encourage further education and training, increase employee interest, improve employer-employee relations, and advance financial security.

Work population may be expressed through persons in the total labor force, both employed and actively seeking employment, and influences the individual in the work situation.

1. Technological progress may increase competition for work requiring unskilled labor.
2. Employment of youth may be associated with greater job turnover and more part-time employment.
3. Technological advances may influence job opportunity.
4. Decisions concerning gainful employment may be influenced by age, marital status, family responsibilities, other sources of income, work preparation, work experience, and interest activities.
5. Employment opportunity may be influenced by physical characteristics of men and women.
6. Gainful employment appears to be of greater concern to men than women.

Work description may be expressed through occupational function and status and influences the individual in the work situation.

1. Occupational information may include such aspects as function, qualifications, appeal, and range in income.
2. The social position of a particular occupation may be reflected by the public image of that occupation.

Work opportunity may be expressed through family, education, work experience, and location and influences the individual in the work situation.

1. Family ideas regarding occupational status may influence work opportunity and may or may not agree with job description.
2. Educational and vocational information and guidance may influence an individual's work opportunities.
3. Local work opportunities may be a part of experience and learning within the community.
4. An individual's community status and social role may be influenced by the work he does, how well he does it, and the personal esteem of individuals and groups.

Individuals and groups influence persons in the work situation.

1. Peers may influence attitudes and ideas toward work and occupational status.
2. Selection of occupations may be influenced by attitudes and ideas about work and occupational status.
3. Contacts with individuals and groups, as well as mass media, influence ideas and attitudes about work.

Personal-Environmental Influences

Personal-environmental influences, as combined internal and external characteristics, affect youth orientation to the world of work when related to vocational plans, work situation, work demands, work quality, work attitudes, human relationships, and work and home management.

Vocational plans may be expressed through personal occupational selections and influence the individual in the work situation.

1. Personal occupational selections may influence the individual in the work situation throughout a lifetime.
2. Vocational planning includes understanding of allied occupations using transferable skills.
3. Personal self study with accompanying identification of work attitudes influences vocational planning and development.
4. Vocational planning includes consideration of educational or training opportunities and employment practices.
5. Vocational planning may be influenced by the values held by an individual and his family.
6. Vocational planning may be influenced by the degree to which a particular occupation contributes to individual needs.
7. Job choice may be influenced by individual belief about social responsibility.
8. Job choice may be influenced by and related to self evaluation.

Work situation may be expressed through characteristics of the employment setting, including such factors as employment practices, personal work appearance, physical plant, and work equipment and influence the individual in employment.

1. Selection of employees by employers may be influenced by time and expense required for training.
2. Selection of employees by employers may influence productivity and job stability.

3. Employment may be enhanced by an understanding of what is expected on the job, as well as by education and training.
4. An awareness and knowledge of the job application process may be influential in obtaining employment.
5. Awareness of job advancement opportunities may promote interest in and continuing preparation for employment.
6. The importance of personal appearance may vary with job and employer.
7. Personal appearance may influence relations with fellow workers.
8. Physical work plant and equipment may influence individual and group motivation, interest, and productivity.

Work demands may be expressed through general employment requirements, including factors of education, mobility, flexibility, responsibility, productivity, and ability and influence the individual in the work situation.

1. Education and training may promote flexibility in work skills, and attitudes.
2. Mobility influences the need for national standards in education.
3. Flexibility in work skills and attitudes facilitates greater employment opportunity for an individual within an occupational cluster.
4. Production is associated with physical and mental state, work attitudes, human relationships, and motivation of the individual or group workers.

Work quality may be expressed through job satisfaction involving personal feelings of security, independence, motivation, judgment, creativity, and communication and influences the individual in the work situation.

1. Some assurance of job stability, confidence in one's ability and adaptability may contribute to a feeling of security and well-being.
2. Varying needs for personal independence may be met by different occupations and influence job satisfaction.
3. Motivation may be promoted by personal interest, personal involvement, and performance recognition.
4. Motivation in the work situation may encourage creativity, responsibility, and job satisfaction.
5. Decision making at work may be enhanced by knowledge, skill, and judgment.
6. Knowledge, skill, and judgment may influence job stability and opportunity.
7. Job satisfaction and advancement may be influenced by consideration of personality traits in making a job choice.
8. Some degree of independence on the job may encourage creativity in the work situation.
9. Learning and communication may be related to change in work behavior.

Work attitudes may be expressed through feelings and opinions concerning dignity of work, pride in performance, and job satisfaction which influence the individual in the work situation.

1. Dignity of work may be associated with performing activities believed to be worthwhile by the individual.
2. Pride in work performance may provide a sense of personal and group worth, and economic and social fulfillment.

3. Job satisfaction may be influenced by individual aspiration and capability as compared with present employment.

Human relationships may be expressed through factors concerning behavior among and between individuals and groups, and influence the individual in the work situation.

1. Employee-employer relations may be influenced by mutual respect.
2. Employee-employer relations may be affected by the communication process.
3. Employee-employer relations may affect individual job satisfaction and work productivity.
4. Relationships with co-workers may influence job satisfaction and job advancement.
5. Public relations may influence job satisfaction and job advancement.
6. The degree to which people depend upon one another in the work environment influences human relationships.

Work and home management may be expressed through factors concerning performance, including human and material resources and work-home roles, and influences the individual in the work situation.

1. Human and material resources for work and home management include time,energy, abilities, interests, and money.
2. Management of leisure time, work time, and home time involves self discipline to achieve individual goals.
3. Personal, family, community, and employment relationships may affect one another and influence both work and home satisfaction.

4. Work and home roles include consideration of duties and responsibilities in home, community, and employment situations.
5. The comparative importance of work and home roles influences the expenditure of human and material resources on any task or goal.
6. Individual money management may be influenced by the status system of society, the reward system for accomplishment, and personal values.
7. Management of resources may be influenced by values and experiences, and may affect individual standards of living at home, at work, and in the community.

V. Implications:

The emergence of youth unemployment problems in the United States is but one phenomenon indicating the impact of technology. This and other socio-economic factors have added impetus to vocational education. One outcome was the passage of the Vocational Education Act of 1963, designed to strengthen vocational education through the assessment of existing vocational education programs and the development of new programs to meet present needs.

An opening wedge for better vocational education programs focuses on identification of pertinent content based on desired behavioral outcomes. This content, stated in terms of concepts and generalizations identified as important for youth orientation to the world of work, is relevant to all areas of vocational education and should be accessible to all youth. The following recommendations, therefore, are made:

A. That the youth orientation to the world of work concept and generalization framework be made known to those persons engaged in all areas of high school vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial; to vocational educators and counselors on the national, state, and local levels; and to leaders representative of business, industry, government, and education.

B. That the youth orientation to the world of work concept and generalization framework be utilized as a basis for the development of curricular materials and media; be utilized in pre-service and in-service preparation of vocational education teachers; and be utilized for further study and research.

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APPENDIX I

ABSTRACT: IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

Problem:

This study is concerned with communicating concepts to high school students to give them a personal awareness of the demands of employment. These concepts have special application in the following areas of high school vocational education: agriculture, business and office, distributive, home economics, technical and trade, and industrial.

The concepts were identified in Phase I of this research, completed in October, 1965. The problem now exists to devise methods of communicating these concepts. This proposed study would develop and evaluate motion pictures and accompanying guides for teachers, and student descriptive concept booklets with a teacher's guide.

The communication of identified concepts important for youth orientation to employment would assist students in attaining and advancing in employment, and would also assist educators in extending and improving current programs of vocational education. This research would serve as a criteria base for evaluation of the vocational education programs consistent with the five year evaluation specified in the Vocational Act of 1963.

Purpose:

The purpose of this project was to identify concepts important for youth orientation to the world of work. The identification of these concepts was the first step of a projected proposal for the development of media to communicate to youth the concepts identified.

The need for research in this area was urgent. A review of occupational-psychological literature revealed that identification and communication concepts related to youth orientation to the world of work was neither formalized nor immediately relevant to the needs of youth. No universally accepted set of concepts or plan was available by which teachers could efficiently and expediently communicate concepts.

It was believed the concepts identified would be important to high school youth in guiding them to personal awareness of the demands of the world of work for the purposes of successful attainment, maintainment and advancement in employment. Further, these concepts would be applicable to youth in most types of employment and in the areas of high school vocational education: agriculture, business and office, distributive, home economics, technical, and trade and industrial.

Procedure:

During a two-week conference, twenty-four selected high school faculty consultants evaluated relevant materials, resources and media assembled by project research assistants prior to the conference. The conference program consisted of presentations by speaker-consultants representative of business-industry, government and higher education; youth panels, and a reacting panel of selected consultants who evaluated the concepts identified. Conference participants evaluated literature reviewed, interacted with speaker-consultants and youth panels and reacted to selected audio-visual media. The concepts were identified and areas noted where media are needed to communicate concepts to students.

Results and Conclusions:

For the conference, "concept" was defined as an abstract idea related to general preparation for employment. The concepts identified are Socio-Economic Concepts Related to Work: Technology and Automation; Work Description and Classification -- occupation classification schemes, prestige status scales; Work Demands -- flexibility, continuing education and training, mobility; Work Population -- youth, women, minority groups, men; Work Opportunity -- family, education, community, geographic locales; Work Laws; Psycho-Social Concepts Related to Work: Influence on Total Personality -- ethical and spiritual values, intellectual capabilities, physical characteristics and health needs, social needs, emotional needs; Influences on Individual Success -- self-understanding, independence and autonomy, security, self-involvement, problem solving, judgment and decision making, interpersonal relations, motivation, self-discipline, tolerance; Influences of External Directives -- home and family, school, church, peer groups, other individuals, groups and institutions; Influences on Employer-Employee Satisfactions -- loyalty, dependability, honesty, responsibility, innovative, creative, productivity, flexibility, on-the-job appearance and behavior, acceptability in interpersonal relations, belief in dignity of work, pride in performance, opportunity for advancement, compensation based on merited performance; Communication Concepts Related to Work: Self-expression, Empathy, Interaction, Perception of Work Role, Receptivity, Pre-Job Techniques; Individual and Family Management Concepts Related to Work: Time, Energy, Money.

Each of the concepts identified was readily acknowledged as important with conference participants concluding that communication of concepts poses a most critical problem.

The areas identified where media are needed to communicate the identified concepts represent all aspects of major and supporting concepts listed. These areas suggest the need for cooperative effort on the part of business, industry, government and education to resolve the dilemma that exist in youth's entry to the world of work. Media are needed to aid students in this orientation process.

A significant finding in this study is that abstract concepts do not communicate per se. Semantic differences in concepts existing in our society affect the understanding a person obtains about the world of work and continue to communicate.

The educator's challenge remains: How to effectively communicate the concepts identified as important for youth orientation to the world of work.

APPENDIX II

ABSTRACT OF THE PROPOSAL: GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

The objectives are: to identify generalizations related to the concepts important for youth orientation to the world of work in order to give support and applicability to the concepts in the communication process; and to evaluate the generalizations and conceptual framework in order to effectively communicate with clear and precise terminology.

This proposal is Phase II of a plan to guide high school boys and girls to a personal awareness of the demands of the world of work for successful attainment, maintainment and advancement in employment.

Basic to this plan was Phase I, Identification of Concepts Important for Youth Orientation to the World of Work, completed in October, 1965. The generalizations, as the identified concepts, will be considered applicable to boys and girls in most types of employment and in the following areas of high school vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial.

Phase II involves the identification-evaluation of generalizations related to the concepts through a review of literature and media, and through individual and group study of project staff, state and local consultants, and a reviewing panel. Identification-evaluation of generalizations will be a process of encoding the concepts into messages which can be transmitted to young people.

Participants will meet for a one-day conference to further evaluate the developed list of generalizations and conceptual framework and incorporate changes suggested by national consultants.

APPENDIX III

PROJECT STAFF

Professor Mary A. Warren, Chairman of the School of Home Economics, University of Oklahoma; Dr. Harry J. Parker, Professor, College of Education and Research Professor, School of Medicine; and Mrs. Alice E. Whatley, Instructor, School of Home Economics, will serve as directors of the project.

The directors will continue to work together in all phases of the proposed research project. Together, they will coordinate resources of the related academic disciplines and of business-industry in assimilating a basic, integrated body of information related to education for employment needed for the identification of generalizations related to concepts. Additionally, the directors will implement the overall plan of the project and assist in the conduct of the one-day conference.

The third director will coordinate the activities of project personnel; plan and assist in the one-day conference; and guide the research assistant in continuing research and delimitation of collected media.

The research assistant, a graduate assistant, Mrs. Martha Wedell, will continue to review literature and delimit the information under the supervision of the third director, and develop materials as needed and serve as a consultant during the project. Consultants will serve as resource persons at various stages in the project development.

The administrative-editorial assistant, Mrs. Ora Lee Parker, under the supervision of the project directors, will be responsible for clerical activities, typing of materials, the general business of the project, and the editing and organization of the materials and reports.

APPENDIX IV

TIME SCHEDULE: GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

November 1 - November 15, 1966

a. Orientation of staff to project
b. Selection of consultants
c. Collection of media and literature for review

November 15, 1966 - March 19, 1967

a. November: Identification of tentative generalizations by project staff

   December 1: First presentation of tentative generalizations to selected consultants (National, State, Local, and High School Faculty Consultants)

b. January: Incorporation of consultants' identification-evaluations by project staff.

   Second presentation of tentative generalizations to selected national, state, local, and high school faculty consultants.

c. February: Incorporation of consultants' identification-evaluations by project staff.

d. March: Third presentation of tentative generalizations to national, state, local, and high school faculty consultants.

e. March 18, 1967: One-Day Group Evaluation Conference, Center for Continuing Education, University of Oklahoma.

f. March 19, 1967: One-Day Study and consideration of further research and development of media, attended by project directors, national consultant, and local specialists.

March 20 - September 30, 1967

a. Incorporation of adaptations from conference.
b. Listing of generalizations and conceptual framework.
c. Writing of project report.
d. Distribution of report abstract.

APPENDIX V

SELECTION OF HIGH SCHOOL FACULTY CONSULTANTS

During Phase I the project directors, working with supervisors of each of the vocational areas of the Oklahoma State Department of Vocational Education, selected twenty-four participants for the first conference. These participants were to continue for the duration of the project to serve as consultants. These twenty-four consultants consisted of:

1. Two high school faculty members to continue serving as consultant-participants from each of the following areas: agriculture education, business and office education, distributive education, technical education and trade and industrial education. These consultants from various vocational fields contributed to the identification of concepts important to youth orientation to the world of work which will be applicable to boys as well as girls in all areas of vocational education.
2. Eleven high school home economics teachers were selected to continue serving as consultants. This population appeared appropriate for achieving the objectives of this project since home economics teachers have, in the past as in the present, focused interest on the needs of youth, both boys and girls, in the areas of personal assessment, development, and management. Such interest is central to youth orientation to the world of work. The home economics teachers were, therefore, oriented to make a unique contribution to the total vocational education program.

Selection of all high school faculty consultants was based on recommendation by the Oklahoma State Department of Vocational Education and the

project directors. Additional criteria for selection were:

1. Need for education for employment in the community represented by the home economics teacher.
2. Assurance of the willingness of the home economics teacher to participate in the projected proposal by using recommended media, resources and materials in high school home economics classes to communicate the concepts identified as important for youth orientation to the world of work.
3. Agreement of the administrator of the high school represented by the home economics teacher that the recommended media, resources and materials may be used in high school home economics classes to communicate the concepts identified as important for youth orientation to the world of work.

The high school faculty consultants included:

Mrs. Juanita Allen
Miami

Mr. Lester Batterton
Duncan

Mrs. Dorothy Boen
Muskogee

Mr. Charles Chapman
El Reno

Mr. Kenneth Edmond
Oklahoma City

Mrs. Jessie Erwin
Bethany

Mr. Paul H. Evans
Perkins

Mrs. Mary Gatchel
Norman

Mrs. Stella Heath
Oklahoma City

Mrs. Betty Jo Hiss
Norman

Mr. Jack Hopkins
Muskogee

Mrs. Lettie Ruth Hunter
Oklahoma City

Mrs. Ona Keas
Midwest City

Mr. Bill M. Laman
Oklahoma City

Mrs. Claudine Meek
Midwest City

Mr. Mal Miller
Bartlesville

Mrs. Lenorah Polk
Midwest City

Mrs. Martha Rodrigues
Ponca City

Mrs. Betty Roundtree
Lawton

Mrs. Kathryn Smith
Moore

Mr. Clarence Sterling
Ardmore

Mrs. Nora Vandergriff
Hugo

Mr. Clyde L. Ward
Washington

APPENDIX VI

NATIONAL, STATE, AND LOCAL CONSULTANTS

During Phase I consultants were selected for the duration of the larger project. The national, state and local level consultants were chosen:

> Personnel managers, public relations directors and training program directors: to identify concepts intrinsic to performance in business-industry.
>
> Vocational service occupation supervisors: to offer insight to the criteria deemed integral to successful occupational entry and performance.
>
> Occupational analysists, union representatives, editorialists and employment agency representatives: to characterize the immediate state of the world of work.
>
> Government officers concerned with youth, employment and education: to present possible effects of governmental acts on the world of work.
>
> Academic personnel: to offer understanding of youth, the world of work, communication principles and teacher education, and to integrate the varying contributions emerging from the consulting programs above.

These specialists, in addition, had expressed interest in youth and employment. Accordingly, project consultants were used to identify known concepts prior to the conference, to review and evaluate additional concepts identified during the conference, and to review and evaluate the area where media, resources and materials are needed in communication of the concepts. Project consultants were also called upon to contribute to the conference program and activities.

On the national level, the following people were asked to participate as consultants:

> Dr. Walter Arnold
> Assistant Commissioner for Vocational and Technical Education
> Office of Education, Department of Health, Education and Welfare
> Washington, D. C.

Dr. Johnie Christian
Field Representative, Regional Office
Division of Vocational and Technical Education
U. S. Department of Health, Education and Welfare
1114 Commerce Street
Dallas, Texas

Dr. Rua Van Horn
Utilization Officer, Manpower Development and Training Program
Office of Education, Department of Health, Education and Welfare
Washington, D. C.

Dr. Mary Lee Hurt
Educational Resources and Development Branch
Division of Vocational and Technical Education
Office of Education, Department of Health, Education and Welfare
Washington, D. C.

Dr. John H. Tyo
Associate Professor of Education, Supervisor of Motion Picture Production
Center for Instructional Communication, Syracuse University
Syracuse, New York

On the state level, the Director and Assistant Director of the Oklahoma State Board of Vocational Education, and the State and District Supervisors in each of the following areas were asked to continue to serve as consultants for the duration of the project: agriculture education, distributive education, technical education, trade and industrial education, office education, home economics education, and guidance. The following people were asked to participate as state consultants:

Mr. Orville Ashcraft
Youth Employment Supervisor
Oklahoma State Employment Service

Mr. W. N. Bobbitt
Intra-Agency Board of U. S. Civil Service Examiners

Mr. W. Bowman
Chief, Research and Planning Division
Oklahoma Employment Security Commission

Mr. A. J. Dansereau
Oklahoma Governor's Commission on Children and Youth

Mr. J. C. Denham
Assistant, Employment and Training
Oklahoma Natural Gas Company

Miss Lela Gibbens
Oklahoma State Employment Service

Mr. E. W. Harper
Director, Personnel Administration
Oklahoma Gas and Electric Company

Mr. Robert Hickey
Manager, Personnel Placement and Development
General Electric Company

Mr. Don Hanson
Oklahoma State Personnel Board

Mr. Henry Likes
Secretary-Treasurer
Oklahoma State AFL-CIO

Mr. J. B. Perky
Director
Oklahoma State Board of Vocational Education

Mr. Byrle Killian
Assistant State Supervisor
Oklahoma State Board of Vocational Education

Mr. Roy E. Ayres
Vocational Trade and Industrial Education
Oklahoma State Board of Vocational Education

Mr. Lloyd Briggs
Assistant State Supervisor, Technical Training Services
Oklahoma State Board of Vocational Education

Mrs. Ruth E. Burris
State Supervisor, Health Occupations Training
Oklahoma State Board of Vocational Education

Mr. M. J. DeBenning
State Supervisor, Vocational Distributive Education
Oklahoma State Board of Vocational Education

Mr. Lee Hardwick
State Supervisor, Technical Training Services
Oklahoma State Board of Vocational Education

Mr. Hugh Lacey
State Supervisor, Manpower Development and Training
Oklahoma State Board of Vocational Education

Dr. Francis T. Tuttle
State Coordinator, Area Vocational-Technical Schools
Oklahoma State Board of Vocational Education

Mr. Victor Van Hook
State Supervisor, Business and Office Education
Oklahoma State Board of Vocational Education

Dr. William W. Stevenson
Director of Research
Oklahoma State Board of Vocational Education

Miss Blanche Portwood
State Supervisor, Division of Home Economics Education
Oklahoma State Board of Vocational Education

Mrs. Marion Hurst
Special Assistant, Division of Home Economics Education
Oklahoma State Board of Vocational Education

Miss Helen Jensen
Southwest District Supervisor
Division of Home Economics Education

Miss Martha Frizzell
Northwest District Supervisor
Division of Home Economics Education

Miss Nedra Johnson
Northeast District Supervisor
Division of Home Economics Education

Miss May Rollow
Southeast District Supervisor
Division of Home Economics Education

Mrs. Beulah Hirschlein
Office of Home Economics Education
Oklahoma State Board of Vocational Education

Mr. Jim Petree
Assistant Director, Division of Guidance and Counseling
Oklahoma State Board of Education

Dr. Oliver Hodge
State Superintendent of Public Instruction
Oklahoma State Board of Education

Mr. Clyde Hamm
Chief, Community Employment and Development
Oklahoma Employment Security Commission

Mr. W. T. Hughes
Oklahoma State Department of Labor

Mr. Wallace L. Keating
Oklahoma State Personnel Board

Mr. Morris Leonhard
Director, Employment Service
Oklahoma Employment Security Commission

Mr. Voyle Scurlock
Director, Division of Vocational Rehabilitation
Oklahoma State Board of Education

Mrs. Lucille Patton
College of Business
Oklahoma State University

Local consultants at the University of Oklahoma were selected during Phase I from among the following areas: guidance, business administration and management, statistics, data processing and computer science, economics, publications, public relations, communication, adolescent psychology, tests and measurement, sociology, special education, social work, philosophy, and home economics. These continued as resource people for Phase II, as well as additional consultants. The following persons were asked to participate as local consultants:

Dr. Henry Angelino
Professor, College of Education

Dr. Ed F. Crim, Jr.
Professor, Economics

Dr. James G. Harlow
Dean, College of Education

Mr. Ned Hockman
Director, Motion Picture Production

Dr. William Keown
Professor, Business Management

Mr. Robert Ketner
Instructor, Social Work

Dr. Gerald Porter
Professor, College of Education

Dr. Paul Unger
Associate Professor, College of Education

Mr. Ned Hockman, Director of Motion Picture Production, participated in the two week conference in 1965. His participation served as partial orientation for his work in the projected proposal, in which motion pictures will serve as a major media communicating the identified concepts and

generalizations important for youth orientation to the world of work. Mr. Hockman will continue to serve as a consultant for the duration of the larger project.

APPENDIX VII

EVALUATION FORM FOR REFINEMENT OF CONCEPTS

TO: Consultants for the Project on IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK.

FROM: Directors of Project 1513, University of Oklahoma Research Institute.

SUBJECT: Evaluation of the identified concepts.

DATE: October 13, 1965.

Please respond to the concepts identified by high school faculty consultants during the CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, Summer, 1965, University of Oklahoma, Norman, Oklahoma.

The following questions may serve to stimulate your response. However, your responses to any part of the list of concepts in any fashion is welcome. Comments may be written throughout the list of concepts attached, and/or after the questions listed below:

1. Are the major areas sufficient to encompass the concepts important for youth orientation to the world of work?

2. Are there any supporting concepts omitted under any of the major areas of concepts that need to be included?

3. Are any supporting concepts included under any of the major areas of concepts that need to be omitted?

4. Are the individual concepts communicated through word choice?

APPENDIX VIII

CONCEPTUAL FRAMEWORK

I. Personal Influences

   A. Human needs and values

   B. Individual personalities

II. Environmental Influences

   A. Technology and automation

   B. Economic framework

   C. Work legislation

   D. Work population

   E. Work description

   F. Work opportunity

   G. Individuals and groups

III. Personal-Environmental Influences

   A. Vocational plans

   B. Work situation

   C. Work demands

   D. Work quality

   E. Work attitudes

   F. Human relationships

   G. Work-home management

APPENDIX IX

CRITERIA FOR IDENTIFICATION OF GENERALIZATIONS AND CONFERENCE GUIDELINES

Problem:

The problem is to identify generalizations related to concepts important for youth orientation to the world of work. The concepts were identified earlier during the project and conference on IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK. At that time it was recognized that communication of the concepts posed a most critical problem. Concepts do not communicate per se due to semantic differences existing in our society. Identification of generalizations is, therefore, necessary for communication of concepts.

Concept:

During Phase I, "concept" was defined as an abstract idea concerned with general employment. Since an idea is not something final, specifications need to be formulated in order to bring the idea into reality. The terminology used in the generalizations will make abstractions more definite and specific. The identification of generalizations related to concepts is considered necessary for verbalization and rational discussion.

Generalization:

During Phase I, "generalization" was defined as a general inference or conclusion. However, for the present proposal, Phase II, a more specific criterion will be used to identify the generalizations.

A. The generalizations, as the concepts, will be concerned with education that guides high school students to a personal awareness of the demands of the world of work for the purposes of successful attainment and advancement in most types of employment.

B. The generalizations, as the concepts, will be considered applicable to the following areas of vocational education: agriculture, business and office, distributive, health, home economics, technical,and trade and industrial.

C. The generalizations, as the concepts, will be considered important for youth orientation to the world of work.

D. The generalizations related to the concepts will be based on objective data, on experience, or on theory accepted by specialists; will express an underlying truth, have an element of universality, and usually indicate relationships; and will use terms of clear and precise meanings.

Identification of generalizations will be a process of encoding the concepts into messages which can be transmitted to young people and teachers. The generalizations will give support and applicability to the concepts in classroom communication. The identification process and the evaluation process will actually be one combined process of identification-evaluation of generalizations throughout Phase II.

Application:

The identified generalizations and conceptual framework can influence communication within the classroom in definite ways:

A. As a structure for vocational education classes: to build curriculum. A curriculum that is structured on generalization and conceptual framework is flexible. Such a curriculum can be adjusted to local conditions and changing conditions, can be developed from content chosen from a wide range of possibilities, can be reviewed in the light of new ideas and information

and can facilitate the evaluation of the teaching-learning process. Such material can also be used as resource material in an already structured classroom.

B. As a basis for the development of media of any type, motion pictures, descriptive booklets, and/or other media: to clarify the communication process. The quality of the media would have influence on its value. Identification of generalizations and conceptual framework by consultants would encourage a basis for quality.

Behavioral Outcomes:

As stated earlier, this proposal, Phase II, is the second step in a plan to guide high school boys and girls to a personal awareness of the demands of the world of work. Through such a plan it is hoped that the bewildering amount of uncoordinated school experiences and responsibilities of the student can be subordinated into an ordering principle of practice, and that a more constructive relation between the school and the future vocation of the student can be established.

It is hoped that the following behavioral outcomes can be realized by high school students through such a plan:

A. That from a center of self-knowledge and interpretation of experience, the student will direct himself into avenues which aim toward constructive use of individual human resources.

B. That from an acquaintance with the ever-changing and expanding phenomena of knowledge and, at the same time, with an acquaintance of the generalizations and conceptual framework associated with employment, the student will be liberated to move with a degree of confidence in a complex society.

A student with insight of self and his personal environment is more likely to participate in the planning and guidance of his future. Additionally, such a student is more likely to be motivated and inspired toward successful attainment and advancement in employment.

Identification of the generalizations and conceptual framework can assist educators in maintaining, extending, and improving current programs of vocational education through more effective orientation of youth to the world of work.

Through such an orientation to employment, vocational education will make a unique contribution to the high school program for students of various abilities and various socio-economic levels.

Objectives:

It is believed that through the communication of the identified generalizations and concepts, the high school student will make progress toward the following behavioral objectives:

1. The development of respect and integrity for self, employer, and fellow workers.
2. The development of respect and appreciation for different types of work.
3. The acceptance of personal responsibility as a part of employment.
4. The recognition of personal potential within employment.
5. The attainment of insight into the overall working environment.
6. The acquisition of flexibility and adaptability in work attitudes, work situations, and work locales.
7. The recognition of individual contributions to society through employment.

8. The recognition of human relations as part of the work situation.

9. The management of human and material resources.

From your point of view, or from your area of specialization, list other desired objectives:

APPENDIX X

EVALUATION CONFERENCE WORKING COPY OF GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

PERSONAL INFLUENCES

Personal influences are characteristics from within the individual including relationships between ideas associated with human needs and values and individual personalities which affect youth orientation to the world of work.

1. Human needs and values are associated with personal characteristics of ethical, intellectual, social, and health requirements or qualities influencing the individual in the work situation.
   a. Individual ethical needs and values include personal standards of conduct, religious beliefs, and moral considerations involved in employment, which relate self to society.
   b. Individual belief that one's work contributes to the welfare of mankind relates to ethical needs and mental health.
   c. Individual intellectual needs and values active in the work situation, may be reflected by the ability to reason and understand that which relates self to society.
   d. Individual need for one's work to be intellectually stimulating may be influenced by maturity level and relates to self-evaluation.
   e. Individual social and emotional needs and values may be expressed through personal behaviors on the job, which relate self to society.
   f. Individual social and emotional needs may become more active after basic needs of livelihood are met by employment, and relate to maturity level.

g. Individual physical and mental health needs and values which function in the employment situation include the traits of well-being which relate self to society.

h. Individual physical and mental health may affect each other in the work situation, and relate self to society.

2. Individual personalities are associated with distinctive characteristics, including maturity level and self understanding, which influence the individual in the work situation.

a. Individual maturity level concerns the total personality structure of ethical, intellectual, social and health needs and values revealed in employment, and relates self to society.

b. Individual maturity level may be expressed at work through sources of happiness, responses to problems, and varying degrees of independence, self-discipline, and responsibility which relates to personal needs and values.

c. Self understanding in the work environment includes considerations regarding what one should be and do, and relates a person to society.

d. Self understanding and acceptance at work may promote understanding and acceptance of others, which relate to personal social and emotional needs.

ENVIRONMENTAL INFLUENCES

Environmental influences are characteristics from the surroundings of the individual including relationships between ideas associated with technology and automation, economic framework, work legislation, work population, work description, work opportunity, and individuals or groups which affect youth orientation to the world of work.

1. Technology and automation are associated with the application of science to routine human work functions, affecting employment and educational factors which influence the individual in the work situation.
   a. Employment, as a factor of technology and automation, includes current and future job possibilities and predictions which relate work and the individual.
   b. Advances as a result of technology and automation may change occupations within a short time, and education for transferable skills may relate to individual work opportunity.
   c. Education, as influenced by technology and automation, includes current and future training and/or retrainin needs which relate work and the individual.
   d. Technological acceleration creates an increasing demand for educated-trained workers and relates to economic growth potential.

2. Economic framework is associated with plans developed to meet both material and service needs including factors of personal effort, welfare of society, power structure, distribution of human and material resources which influence the individual in the work situation.

a. Individual effort includes education for personal development, influences technology and automation, and contributes to the total economic system, and thus relates work to society.

b. Individual effort in the world of work is partially dependent on the value which society places on personal endeavor and achievement, and relates to technological advances.

c. Welfare in society includes the well-being of all people, and relates the individual to work.

d. Welfare in society is influenced by the ability and willingness of the individual to perform after technical competence has been acquired, and relates to the total labor force.

e. Power structure in the world of work is concerned with types and degrees of authority, and is related to work opportunities.

f. Power structure within the work situation may be affected by positions which require the greatest thought power or mental development, or which have the greatest economic control, and relates to job status and function.

g. Distribution of human and material resources include the allocation of goods and services, both in quantity and quality, and relates the individual to the total society.

3. Work legislation may be associated with social and economic rules of conduct, established by state and federal law or by local policy, which influence the individual in the work situation.

a. State and federal legislation is designed to protect the worker from physical and health hazards, age and wage exploitation, employment discrimination, and to promote financial security, which relate the individual and the total labor force.

b. Local policy may be designed to encourage further education and training, increase employee interest, improve employer-employee relations, and advance financial security, which relates to job security, job satisfaction, and advancement opportunity.

4. Work population in the total labor force is associated with persons both employed and actively seeking employment, including youth, women, men, and those in minority groups who influence the individual in the work situation.

a. Technological progress may increase competition for the jobs requiring young, unskilled labor which relates to work preparation and opportunity.

b. Employment of youth may be associated with greater job turnover and part-time work which relates the individual and the economic framework.

c. Technological advances have promoted job opportunity and equality for women and relate to work legislation.

d. Decisions of women concerning gainful employment are affected by age, marital status, family responsibilities, other income, work preparation and experience, activities, and interests which relate to individual needs and values.

e. Opportunity for employment in some vocations may be influenced by differing physical characteristics of men and women which relate to job function.

f. Gainful employment appears to be of greater concern to men than to women, which relates to the total labor force.

g. Cultural minority groups are concerned with the smaller groups in society which are distinguished by physical and mental handicaps, race, age, ethnics, language, and religion, which relate the individual to society.

h. Work opportunity for minority groups may be enhanced by education, training, work experience, and individual endeavor, as well as by social and economic legislation.

5. Work description is associated with occupational classification schemes including factors of job function and job status which influence the individual in the work situation.

a. Information regarding dimensions of occupations may include function, qualifications, appeal, and range in income which may be acquired through educational and vocational guidance and/or work experience.

b. The public image of an occupation may reflect the comparative social position of that occupation, and may or may not agree with the job status in the economic framework.

6. Work opportunity is associated with factors concerning employment including family, education, work experience, and location which influence the individual in the work situation.

a. Family ideas regarding occupational status may or may not agree with actual job description and influence the individual and employment.

b. Educational and vocational information and guidance influence work opportunities in relation to technological occupational needs and the economic framework.

c. Local work opportunities may be a part of experience and learning within the community, and may influence individual effort.

d. Community status and social role for the individual are based on the work a person does, how well it is done, and the personal esteem of individuals and groups, and relate to work opportunity and the economic framework.

7. Individuals and groups are associated with those adults, peers, interest groups, institutions, and agencies concerned with employment, influencing the individual in the work situation.

a. Attitudes toward work and ideas of occupational status may be influenced by desire for peer approval and relate to employment opportunity.

b. Ideas about work may be influenced by contacts with individuals and groups, and relate to job status and attitudes.

PERSONAL-ENVIRONMENTAL INFLUENCES

Personal-environmental influences are a combination of internal and external characteristics including vocational plans, work situation, work demands, work quality, work attitudes, human relationships, and work-home management which affect youth orientation to the world of work.

1. Vocational plans are associated with personal occupational selections throughout a lifetime which influence the individual in the work situation.
   a. Vocational planning includes preparation for a cluster of allied occupations which relates to the technological and automational requirements for flexibility.
   b. Self study with accompanying identification of work attitudes is considered basic to vocational planning and development, and relates to employment opportunity.
   c. Vocational planning includes consideration of educational or training opportunities and employment practices, and relates to technological advances.
   d. Vocational planning may be influenced by intellectual valued held and the degree to which an occupation contributes to individual needs.
   e. Job choice may be influenced by individual belief about social responsibility and is related to self evaluation.

2. Work situation is associated with characteristics of the employment setting including factors of employment practices, personal work appearance, physical plant, and work equipment which influence the individual in the work situation.
   a. Selectivity in initial employment may be influenced by the time and expense involved in training personnel and decreases the probability of releasing an employee, which promotes productivity.

b. Continued employment may be enhanced by an understanding of what is expected on the job as well as by the education and training received, which may influence job satisfaction.

c. Awareness of job advancement opportunities may motivate interest in and continued preparation for employment, which influences advancement opportunities.

d. Importance of personal appearance varies with each job and employer, and in influencing personal relations with fellow workers.

e. Physical work plant and equipment may influence individual and group motivation as well as productivity.

3. Work demands are associated with general employment requirements including factors of education, mobility, flexibility, responsibility, and productivity which influence the individual in the work situation.

a. Education and training may promote flexibility in work skills and attitudes, and influence advancement opportunities.

b. Individual mobility within and between occupational and educational levels increases the need for national standards in education to meet the needs of technology and automation.

c. Flexibility within an occupational family facilitates broader job range for an individual and influences employment opportunity.

d. Individual beliefs about integrity may be expressed in work through responsibility for self and relate to ethical considerations.

e. Production is associated with personal feelings, work attitudes, and motivation of the individual and group workers, as well as by human relationships.

4. Work quality is associated with personal feelings and factors including security, independence, motivation, judgment, creativity, and communication which influence the individual in the work situation.
   a. A feeling of security in the form of job continuation, confidence in one's ability, and adaptability may create a feeling of approval and well-being, and promote human relationships and job advancement.
   b. Varying needs for personal independence may be met by different occupations, and may be influential as a factor in job satisfaction.
   c. Motivation may be promoted by personal interest and involvement, which may result from work performance recognition, and may serve to develop creativity, responsibility, and job satisfaction.
   d. Decision making at work may be enhanced by knowledge, skill, and judgment, which may influence job stability and opportunity.
   e. Personal creativity on the job may be more likely to develop if workers are allowed some degree of independent effort which relates to individual needs.
   f. Communication with learning is associated with change in work behavior, and relates to personal and group needs.

5. Work attitudes are associated with feelings and opinions concerning dignity of work, pride in performance, and job satisfaction which influence the individual in the work situation.

a. Dignity of work may be associated with performing activities believed to be worthwhile by the individual and relates to personal needs and values.

b. Pride in work performance may provide a sense of personal and group worth, economic and social fulfillment, and relates to job advancement.

c. Job satisfaction may be influenced by individual aspiration and capability levels as compared with present employment, and relates to personal needs and values.

6. Human relationships are associated with factors concerning behavior among and between individuals and groups which influence the individual in the work situation.

a. Employee-employer relations may be influenced by mutual respect, through communication processes, and relate to individual job satisfaction and productivity as a whole.

b. Relationships with co-workers, as well as technical knowledge, may be influential in job advancement and relate to job satisfaction.

c. The degree to which people depend upon one another in the work environment influences human relationships and relates to ethics in vocational life.

7. Work-home management is associated with factors concerning performance including human and material resources and work-home roles which influence the individual in the work situation.

a. Human and material resources for work-home management include time, energy, abilities, interests, and money which relate the individual to society.

b. Management of leisure time, work time, and home time involves self discipline to achieve individual goals and relates to job and home satisfaction.

c. Personal, family, and employment relationships may affect one another and relate to work and home satisfaction.

d. Work-home roles include consideration of duties and responsibilities in living and employment situations which relate the individual to society.

e. The comparative importance of work and home roles influence the expenditure of human and material resources on any task or goal and relate to personal needs and values.

f. Individual money management may be influenced by the status system of society, the reward system for accomplishment, and relates to personal values and ethics.

g. Management of resources may be influenced by experiences and may affect individual standards of living at home and at work and relate to individual needs and values.

APPENDIX XI

EVALUATION CONFERENCE PROGRAM
GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

University of Oklahoma
Center for Continuing Education — March 18, 1967

Morning Session

Introduction
Mrs. Alice E. Whatley
Project Director

Welcome
Dr. James G. Harlow
Dean, College of Education

Introduction
Miss Mary A. Warren
Project Director

Presentation
Dr. Johnie Christian
Department of Health, Education, and Welfare

Comments
Mr. Ned Hockman
Director, Motion Picture Production

Introductions
Dr. Harry J. Parker
Project Director

Reports
Dr. William Stevenson
Research Director
Oklahoma State Board of Vocational Education

Mr. Robert Hickey
Manager, Personnel Placement and Development
General Electric Company

Mr. Clyde Hamm
Chief, Community Employment Development
Oklahoma Employment Security Commission

Mrs. Lucille Patton
College of Business
Oklahoma State University

Afternoon Session

Discussion Groups

Personal Influences
Dr. Paul Unger, Chairman

Environmental Influences
Dr. Henry Angelino, Chairman

Personal-Environmental Influences
Mrs. Marion Hurst, Chairman

Discussion Group Reports
Dr. Paul Unger
Dr. Henry Angelino
Mrs. Marion Hurst

Presentation
Dr. John H. Tyo
Director, Motion Picture Production
Syracuse University

Projected Plans
Mrs. Alice E. Whatley
Project Director

APPENDIX XII

GENERAL FORM FOR SUMMARY AND EVALUATION OF MATERIALS: GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

Sent to:

Dr. William Stevenson
Coordinator of Research
Oklahoma State Board of Vocational Education

Mr. Robert Hickey
Manager, Personnel Placement and Development
General Electric Company

Mr. Clyde Hamm
Chief, Community Employment Development
Oklahoma Employment Security Commission

Mrs. Lucille Patton
College of Business
Oklahoma State University

As related to each broad area in the conceptual framework (Personal Influences, Environmental Influences, and Personal-Environmental Influences), please consider the following questions:

1. How applicable are these generalizations to all youth in most types of employment?

2. How applicable are these generalizations in your particular field?

3. Are there unimportant, misleading, or vague generalizations which should be deleted?

4. Is the terminology clear and meaningful?

5. Are there other generalizations which should be included?